

**YUBA ENVIRONMENTAL SCIENCE CHARTER ACADEMY
REGULAR MEETING
COUNCIL OF DIRECTORS
AGENDA**

**9841 Texas Hill Road
Oregon House, CA
In Person**

February 26th, 2026

Meeting start time is 3:15PM

Video call link: <https://meet.google.com/edt-ujnc-ika>

Or dial: (US) +1 636-429-2871 PIN: 745 520 743#

More phone numbers: <https://tel.meet/edt-ujnc-ika?pin=3057554023624>

**INSTRUCTIONS FOR PRESENTATIONS TO
THE COUNCIL BY PARENTS AND CITIZENS**

The Yuba Environmental Science Charter Academy (“YES Charter Academy”) welcomes your participation at the School’s Council meetings. The purpose of a public meeting of the Council of Directors (“Council”) is to conduct the affairs of the School in public. We are pleased that you are in attendance and hope that you will visit these meetings often. Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. Agendas are available to all audience members at the door to the meeting.
2. Blue “Request to Speak” forms are available to all audience members who wish to speak on any agenda items or under the general category of “Oral Communications.”
3. “Oral Communications” is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Council can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Council may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.
4. With regard to items that are on the agenda, you may specify that agenda item on your blue request form and you will be given an opportunity to speak for up to five (5) minutes when the Council discusses that item. In accordance with Title VI of the Civil Rights Act of 1964 and related statutes, this body is committed to ensuring meaningful access to all its programs and activities for people with Limited English Proficiency (LEP). If a member of the public requires a language or any other type of interpreter to provide public comment, they will be allotted twice the standard time to account for the need for interpretation.
5. When addressing the Council, speakers are not required to state their name and/or other self identifying information.
6. Citizens may request that a topic related to school business be placed on a future agenda in accordance with the guidelines in the School’s Council BP. Once such an item is properly agendized and publicly noticed, the Council can respond, interact, and act upon the item.
7. Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting by calling 530-692-2210 or lmiller@yescharteracademy.org. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

I. PRELIMINARY

A. **CALL TO ORDER:**

B. **ROLL CALL/ESTABLISH QUORUM**

President/Chair	Pam Cook	
Vice President	Wendy Underhill	
Chief Financial Officer	Paul McGovern	
Secretary	Deborah Hoerner	
Staff Representative	Lance Haliday	
Director	Yvette Rodriquez	
Director	Shelley Lehman	
Director	Diahna De La Vara	

Guests:

C. **Adopt Minutes from Previous Meeting: (January 29, 2026)**

D. **Reading of Vision/Mission/Core Values:**

Mission: YES CHARTER ACADEMY educates K-10 students in a school culture that values the scientific method and a curricular focus on environmental studies. The highest Common Core State Standards, as well as high standards of moral conduct, are emphasized.

The vision of the YES CHARTER ACADEMY is to educate K–10 students of the Sierra Foothills through a self-motivating, individualized, and comprehensive curriculum that connects learners with learning via a program, teaching staff, and school culture that value scientific methods of inquiry.

YES Charter Academy Students Are: Environmental Stewards, Positive Team Members, Academic Masters, Resourceful, Responsible Citizens, Kind!

II. PUBLIC SESSION

A. Principal Louise Miller Report: **For Information Only**

B. Public Comment: **For Information**

C. The Staff Representative will address the COD: **For Information**

D. The COD will consider adoption and approval of the Instructional Continuity Plan: **For Action**

E. The COD will have a special meeting on March 12, 2026 to vote on the 2nd Interim Budget: **For Information Only**

- F. LCAP Mid-Year Update: The principal will present the LCAP Midyear Update for the purpose of Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP): **For information**
- G. 2026 LCFF Budget Overview for Parents: The principal will present the 2026 LCFF Budget Overview for Parents: **For Information**

REGULAR REVIEW OF COMMITTEE'S: For Information

- **Facilities/Safety/Transportation:** Wendy Underhill/Pam Cook/Deb Campbell/Dawn Kaundart/Sara Hedrick/Lance Haliday/ James Brandt
- **Academic:** Louise Miller/Paul McGovern
- **Outreach:** Deborah Hoerner/Margaret Campbell -See recommendation to the COD regarding improving the use of Social Media and hiring a video consultant to achieve this recommendation.
- **Finance:** Paul McGovern/Pam Cook
- **Wellness:** Louise Miller/ Sheila Rolfer/ Cherrity Leyson/Tatiana Kaiser/Nick Brown/ Dio Martinez
- **Anti-Bullying Committee:** Yvette Rodriguez/ Anthony Emmolo/ Justin Drumm/Louise Miller

III. ADJOURNMENT

**YUBA ENVIRONMENTAL SCIENCE CHARTER ACADEMY
REGULAR MEETING
COUNCIL OF DIRECTORS
MINUTES**

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Topic	Discussion	Action Taken
I. <u>PRELIMINARY</u>		
A. CALL TO ORDER	COD President Cook called a regular meeting of the YES Charter Academy to order at 3:15pm on January 29, 2025 at 9841 Texas Hill Road, Oregon House, CA 95962.	CALLED TO ORDER: 3:15pm
B. ATTENDANCE	<p>Pam Cook, Wendy Underhill, Lance Haliday, Yvette Rodriquez, Shelley Lehman, Deborah Hoerner, Paul McGovern, Diahna De La Vara, are present</p> <p>Guests: Louise Miller, Debbie Campbell, Michele Goldberg, Kira Kuznetsov, Siobhan Searle</p>	QUORUM PRESENT- Pam Cook took roll call
C. ADOPTION OF DECEMBER MINUTES	COD President Cook directed COD members to the January 29, 2026 Minutes for their review and approval. Upon a motion by COD Underhill, duly seconded by COD Hoerner, the Board unanimously approved the January 29, 2026 Minutes as presented.	<p>MOTION: To approve the , 2025 Minutes as presented</p> <p>MOTION: Wendy Underhill</p> <p>SECOND: Deborah Hoerner</p> <p>ROLL CALL VOTE:</p> <p>Pamela Cook – Aye Wendy Underhill-Aye Deborah Hoerner-Aye Paul McGovern – Aye Yvette Rodriquez – Aye Shelley Lehman- Aye Lance Haliday-Aye Diahna De La Vara- Aye</p> <p>MOTION APPROVED (8/0)</p>
<u>II. PUBLIC SESSION</u> Agenda items:		
A. Principal Louise Miller Report	<p>Louise Miller reported on the January 14,2026 YCOE meeting that approved YES Charter Academy’s Charter for five years. She thanked Paul McGovern, Debbie Campbell, Michele Goldberg for their contributions to the Charter. Louise contributed the approval to receiving the Silicon Valley grant and getting outside help from Instructional Partners assisting all last year with PLC’s. Louise went over corrective actions that will be taken for findings in teacher credentialing areas and immunization requirements.</p> <p>Lance Haliday gave an example of having one teacher teach one subject for a group of grades.</p> <p>Louise reported that Yuba College wanted to have a legacy program with YES in regards to dual</p>	INFORMATION ONLY

	<p>enrollment.</p> <p>On January 28th, YCOE counselors provided SEL for 1-6th graders and it reported to go really well.</p> <p>On January 30, YES teachers will start a three professional development series hosted by YCOE staff on Restorative Justice Practices.</p> <p>February and March staff will receive training on Conscious Discipline and Restorative Justice Practices</p> <p>Pam Cook suggested celebrating those who contributed to the Charter Renewal with a celebration meal.</p>	
B. Public Comment		
C. Teacher Representative addressed the COD	<p>Lance Haliday recognized Siobhan Searle on a successful career fair and practiced kindness challenge activities. Lance suggested giving Siobhan more hours to complete needed tasks.</p> <p>Lance gave appreciation to the COD/ Louise for increasing staff for the SPED department.</p> <p>Lance asked about a Vice Principal for the High School and having a “reset room” such as Dawn K has in the elementary or something similar.</p> <p>The PE teacher gave a gymnasium idea and suggested putting a pavilion over the basketball court.</p>	INFORMATION ONLY
D. The COD will consider and vote on electing Wendy Underhill as Vice President	<p>Wendy Underhill spoke on her interest and abilities to hold the position of Vice President.</p>	<p>MOTION: To elect Wendy Underhill as Vice President to the YES Charter COD</p> <p>MOTION: Pam Cook</p> <p>SECOND: Lance Haliday</p> <p>ROLL CALL VOTE:</p> <p>Pamela Cook – Aye Deborah Hoerner – Aye Paul McGovern – Aye Yvette Rodriquez – Aye, Shelley Lehman- Aye Lance Haliday – Aye Diahna De La Vara- Aye</p> <p>MOTION APPROVED (7/0)</p>
E. The COD will consider and vote on electing Deborah Hoerner as Secretary	<p>Deborah spoke on her previous experience as a board secretary. Deborah asked to work in conjunction with Michele Goldberg on secretarial duties and that Michele continues to complete board minutes.</p>	<p>MOTION: to elect Deborah Hoerner as Secretary to the YES Charter COD</p> <p>MOTION: Pam Cook</p> <p>SECOND: Yvette Rodriquez</p> <p>ROLL CALL VOTE:</p> <p>Pamela Cook – Aye Wendy Underhill – Aye</p>

		<p>Paul McGovern – Aye Yvette Rodriquez – Aye, Shelley Lehman- Aye Lance Haliday – Aye Diahna De La Vara- Aye</p> <p>MOTION APPROVED (7/0)</p>
<p>F. Policy Coordinator Michele Goldberg will present information on Attendance Recovery programming</p>	<p>Michele presented a slide show on Attendance Recovery Programming, program planning needed and how it would benefit overall student achievement and ADA recovery. Michele spoke on Powerschool attendance capabilities and utilizing data to capture chronic absenteeism. Paul McGovern asked about data categories and capturing more data, and requested dashboard information.</p>	<p>FOR INFORMATION ONLY</p>
<p>G. The COD `will consider for action approving the School Accountability Report Card</p>	<p>No discussion</p>	<p>FOR ACTION:</p> <p>Wendy Underhill motioned to approve SARC as is and Pam Cook seconded.</p> <p>Pamela Cook – Aye Wendy Underhill-Aye Deborah Hoerner-Aye Paul McGovern – Aye Yvette Rodriquez – Aye Shelley Lehman- Aye Lance Haliday-Aye Diahna De La Vara- Aye</p>
<p>H. The COD will consider for action approving the Caspi Cinemations Proposal</p>	<p>Discussion in regards to how much work YES could afford to offer Caspi Cinemations. Services cost \$100 per converting video into reels. COD would like to see one reel done at a time. Deborah Campbell will look at the budget and will report back next month.</p>	<p>FOR ACTION:</p> <p>Paul McGovern made a motion to bring on Caspi Cinemations to help promote the school and work with the Outreach team.</p>
<p>I. Consent Agenda (Approved in its entirety)</p>	<ol style="list-style-type: none"> 1. Policy 5113 Absences and Excuses Policy and Regulations: <u>For Action</u> 2. Policy 5114 Attendance Recovery Policy: <u>For Action</u> 3. Policy 5141.4 Child Abuse Prevention and Reporting Policy and Regulation <u>For Action</u> 	<p>Wendy Underhill made a motion to approve the consent agenda. Yvette Rodriquez seconded.</p> <p>Pamela Cook – Aye Wendy Underhill-Aye Deborah Hoerner-Aye Paul McGovern – Aye Yvette Rodriquez – Aye Shelley Lehman- Aye Lance Haliday-Aye Diahna De La Vara- Aye</p>
<p>J. Louise Miller will present the 2024-25 Audit Findings</p>	<ol style="list-style-type: none"> 1. Audit Finding on immunizations Corrective Action: Staff will only accept enrollment for students complaint in the CAIR 	<p><u>For Information only</u></p>

<p>Resolution</p>	<p>network unless exempt with an IEP or if enrolled in homeschool program.</p>	
<p>Committee Information:</p>	<p>1.Safety/Facilities/Transportation- next meeting will be on the 13th of Feb ? Debbie went to Nevada union to look at modular plans as we will be receiving modulars from them for our Highschool.</p> <p>2. Academic-</p> <ul style="list-style-type: none"> ● CAASPP ● Tutoring ● Gifted and Talented Education (GATE) program <p>The committee agreed to continue exploring the formation of a GATE (gifted and talented) program at YES and inquired about a needed policy for approval of the program.</p> <p>Kiera presented current statistics for December IXL but they were not completed because the elementary is under trimesters and upper grades are only 2 semesters. Overall IXL is at 43% for Math and ELA. Overall this time of year compared to last year our students are doing better. Projections for CAASP look good. Kiera will present next month when she has final data.</p> <p>3. Bullying - Kindness challenge activities including SPARRK drawing for teachers, building chains of kind words, Kindness booth and Bingo</p> <p>4. Finance -ADA goal is 95/96. We are at 92 with 198 students. Chronic absenteeism offsets ADA; AR and Short term IS to retain ADA.</p> <p>5. Outreach- Calendar on hold until Earth day where the calendar will be sold for fundraising. Earth Day to be held April 25th, 2026. Social media campaign to increase enrollment and strategies discussed. Discussion on sports at YES to retain students. Table Tennis, Fencing, Archery and Frisbee Golf were discussed and surveying students to determine interest.</p> <p>6. Wellness- Lousie spoke on FFV grant and Debbie secured them to supply organic chicken and beef. Continued success with serving Fruits to students three times a week. \$3781 Ford grant received. \$3200 Friends of the Earth grant received.</p>	<p>ACTION AND INFORMATION</p>
<p>Adjournment</p>	<p>There being no further business for discussion, the meeting was adjourned.</p> <p>Upon a motion by COD director Rodriquez, duly seconded by COD Hoerner, the Board unanimously adjourned the January 29, 2026, YES Charter COD Meeting at 5:03pm</p>	

2026-27 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at <https://www.cde.ca.gov/re/di/or/icpguidance.asp>.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Yuba Environmental Science Charter Academy	Yuba Environmental Science (YES) Charter Academy	Louise Miller – Principal	lmiller@yescharteracademy.org 530-692-2210

Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on and adopted by Yuba Environmental Science (YES) Charter Academy on February 26, 2026 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

As required, Yuba Environmental Science (YES) Charter Academy will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency. As stated in the 2025-26 Safety Plan, for level two and three emergencies.

Level Two Emergencies

- o A moderate to severe emergency, somewhat beyond YES Charter personnel response capability, which may require mutual aid assistance from the fire department, sheriff's department, etc. Example: Fire, bomb threat, intruder on campus.

Level Three Emergencies

- o A major disaster that requires mutual aid assistance; recovery time is extensive and response time may be delayed or impaired

Protocol for engagement with pupils and their families.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

Parent Square (email and text messaging; Short messaging service (SMS) through social media.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

YES Charter Academy will coordinate with PG& E for back-up electrical solutions such as generators when the power grid goes down. YES Charter Academy Safety Plan outlines the Disaster response through our Incident Command System. The Incident Commander will work with the Safety Officer and Public Information Officer to disseminate information via our two-way communication procedures as listed. In the event that the backup generator are not usable, YES Charter Academy will utilize the Yuba County Office of Education and/or other Emergency Response agencies to disseminate information to YES Charter Academy Students and their families.

Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

YES Charter Academy partners with Yuba County Office of Education and other county agencies and will have available disaster recovery resources available on the YES Charter Academy website with links to other agencies for students and families to access socio-emotional, mental health and academic needs. YES Charter Academy through its Incident Command System will relay information and provide access to needed disaster supports through our two way communication systems.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Yuba Environmental Science (YES) Charter Academy will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency. During this time YES Charter Academy will through the Incident Command System open up their Independent Study Programs to all students, assign electronic devices to all pupils and make school assignments and academic resources available online through Google Classroom. YES Charter Academy will partner with Yuba County Office of Education to place students in other temporary school settings if necessary to access instruction within the 10 day requirement.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Yuba Environmental Science (YES) Charter Academy remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs. YES Charter Academy has a well establish Independent Study Program that will be implemented. All families will have a signed a short-term Independent Study contract beginning 2025-26 school year. All certificated staff will be trained on remote instruction and assessment.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity. YES Charter Academy will offer access to educational materials both digital and non-digital materials. Digital material will be available on-line through Google Classroom and other applications. Non-digital materials will include paper packets and reading materials.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity. YES Charter Academy will have flexible ways for students to access and submit schoolwork.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Yuba Environmental Science (YES) Charter Academy provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning: In the case where temporary reassignment is necessary, YES Charter Academy will partner with Yuba County Office of Education to place students in an educational setting.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

YES Charter Academy will form emergency preparedness partnerships with families and caregivers before, during and after an emergency incident to reinforce a positive, safe and healthy learning environment as outlined in the [Readiness and Emergency Management for Schools Technical Assistance Center Fact Sheet \(PDF\)](#). This PDF will be available on YES Charter Academy's website. Information will be available through our two-way communication systems and on our website, with daily and weekly updates as needed.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

YES Charter Academy's IT Department will provide support throughout the school year so students and families are comfortable with all online platforms, including creating digital backpacks to bundle necessary digital resources together to access during a school closing. YES will distribute Chrome books to students who do not have devices to access the internet. In the case that YES Chrome book supply is destroyed and/or YES internet access is down for an extended period during because of disaster, YES will provide alternative non-digital classroom materials until internet access is restored. Wi-fi hot spots will be purchased and distributed to those who need them and we will partner with outside agencies to provide internet access temporarily.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

YES Charter Academy will maintain flexibility and ensure that existing curriculum content can be accessed both in person and online. YES will continue with current practices and learning objectives achievable. YES Charter Academy will utilize California's Digital Learning Integration & standard Guidance PDF to build educator and system capacity and ensure effective implementation of technology to support learning. YES Charter Academy will utilize approved screening tools to monitor progress, check for understanding using strategies for formative assessment and apply achievable goals that take student's unique circumstances into consideration. YES will offer additional academic support, when possible, through tutoring, check-ins and/or virtual office hours.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

YES Charter Academy will provide flexible, appropriate and equitable accessibility to education for special populations through email, phone and Parent Square to provide and maintain accommodations in IEP/504 plans. YES will offer and provide remote and non-remote means as recommended best practices and guidance provided by the California Office of Education and partnering with other agencies such as Yuba County Office of Education's homeless liaisons, foster youth liaison and EL services to meet individual needs on a case by case basis.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

YES Charter Academy will implement the Incident Command System and direct those responsible for special education instruction will contact students and their families with opportunities for remote learning through online educational platforms that fit their individual needs or as outlined in their IEP/504 plan.

YES Charter Academy instructors will provide and maintain all accommodations and individualized education plans for students who need them and ensure the ICP can meet the needs of diverse learners. YES Charter Academy will align their practices with the California Dept of Educations [guidance to support Special Education](#) students with remote learning.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

YES Charter Academy will provide online remote learning as recommended through the California Dept of Education for English Learners.

YES Charter will align practices with guidance in California's [English Learner Roadmap](#) Policy, [Principle 1: Assets Oriented and Needs Responsive Schools](#), to ensure the plan is responsive to different EL students' strengths, needs and identities, and supports the socio-emotional health and development of English learners.

Review Roadmap [Principle 4: Alignment and Articulation Within and Across Systems](#), to ensure instructional continuity for EL students reflects a coherent set of practices and pathways to support skills, language(s), literacy, and knowledge needed to meet their needs.

EL will be supported through online resources to support remote English Language Development (ELD) instruction, including lesson ideas and mobile apps for students and teachers on the distance learning page here: <https://www.cde.ca.gov/ci/cr/dl/index.asp>

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

All certificated teaching staff will have training on disaster response and YES Charter Academy's Instructional Continuity Plan at least once per academic year. All certificated staff will be trained on remote instruction, utilizing online tools and applications for learning include virtual classroom management and assessment as recommended by the California Dept of Education.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

YES Charter Academy will provide access to resources for emergency housing, food, and physical and mental health resources through our local Family Resource Centers, Yuba County Office of Education resource guides and other disaster response organization such as the Red Cross through our website and two-way communication systems. YES Charter Academy will utilize [Safety and School Crisis Resources](#) from the National Association of Psychologists that include evidence based initiatives that create safe and supportive learning environments to ensure students have access to supports they need to cope with crisis events. YES Charter will utilize YCOE/ or alternative translation services to assist in locating resource materials in the student and family's language of choice.

YES Charter Academy will provide or partner with YCOE or other outside agencies maintain all support services such as breakfast/lunch meals via pickup or delivery, family liaison services to link families to mental health professionals, and support services YES Charter Academy is unable to provide. YES Charter Academy will utilize the recommendations by the California Dept of Education below and have these resources available on their website.

[Disaster Preparation and Response](#) for students who are experiencing homelessness

[Disaster Guidance for Child Nutrition Programs.](#)

[Guide to Federal Nutrition Programs During Disasters](#) (PDF).

Plans to provide access back-up, water and medicines in the event of an emergency.

In the case of an emergency where students are sheltered in place at the school, access to clean water will be available through our water well systems. If in case water is contaminated, YES Charter Academy will have available bottle water and will coordinate with other community responders to locate clean water. Our Logistics Team will disseminate all back-up food, water and medicines from our back up supply, and/or local emergency response agencies available in the area.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

YES Charter Academy's Council of Directors will review the ICP yearly and update the plan based on feedback from stakeholders and lessons learned from any disaster events in other nearby district or as recommended by YCOE or the CDE.

YES Charter Academy meets with our local fire department, wildfire conservationist, law enforcement and other service providers to collaborate on best practices and current safety guidelines to implement any and all emergencies as described in our school Safety Plan.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

- Evacuation orders lifted by authorizing local county and state officials
- Power and utilities functioning and all clear from local authorities
- Healthy air quality as notified by local and state authorities
- Access to safe and clean water as notified as safe by local authorities
- Campus free from debris and hazards per Incident Command assigned persons
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Yuba Environmental Science (YES) Charter Academy’s Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Yuba Environmental Science (YES) Charter Academy's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners and stakeholders, considering feedback and lessons learned on the following basis:

Example: YES Charter Academy’s Council of Directors Safety & Facilities committee will review and update the ICP, inviting all Educational Partners and Stakeholders.

This Committee will be announced publicly and on our two-way communication systems to allow for adequate input.

YES Charter Academy along with the Council of Directors will prior to returning to on-site-based learning, will convene to consider feedback and lessons learned on what went right and what went wrong to further improve emergency school closure if and when the next emergency incident occurs.



Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yuba Environmental Science Charter Academy	Louise Miller Principal/Superintendent	lmiller@yescharteracademy.org (530) 692-2210

Goal 1

Goal Description

Basics & Conditions of Learning: Ensure the campus facilities are conducive to classroom and outdoor learning; the necessary materials are provided for project-based learning; and impactful standards-based instruction is regularly delivered by highly effective teachers and supported by administrative staff.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Facilities Inspection Tool (FIT) Report Score of "Good" LCFF Priority 1 Basics	Outdoor learning and project based learning facilities are in the development stage. Some electronic devices are aging.	We have continued to develop outdoor spaces. We have updated aging electronic devices by purchasing 100+ Chromebooks.		A new walk in freezer has been installed. Three electric vehicle charging stations are in the process of being installed. 2/24	Outdoor learning and project based learning facilities are fully developed. Electronic devices are new or near new.
1.2	Percentage of teachers that will be appropriately credentialed & assigned LCFF Priority 1 Basics	25% have interim credential. 30% have PIP credential. 45% have full credential.	21% have STSP credentials. 7% have PIP credentials. 71% have full credentials.		YES has one teacher with a PIP credential and three with intern credentials. The balance are fully credentialed.	100% of teachers have full credentialed.
1.3	Percentage of students who have access to standards-aligned instructional materials LCFF Priority 2. State Standards	100% of students have standards aligned ELA and mathematics materials. 100% have NGSS aligned science materials.	100% of students have standards aligned ELA and mathematics materials. 100% have NGSS aligned science materials.		A new math curriculum has been in use since the 22-23 school year. YES is in the process of identifying a new ELA curriculum to implement starting in the 24-25 school year.	100% of students have standards aligned ELA and mathematics materials. 100% have NGSS aligned science materials.
1.4	Percentage of students who have access to academic content standards LCFF Priority 2. State Standards	All students have access to academic content standards.	All students have access to academic content standards.		YES staff continues to focus on the implementation of state standards.	All students have access to academic content standards.
1.5	Number of teachers who have training in PLCs, ELA and math curriculum LCFF Priority 2. State Standards	Teachers have training in math curriculum. Teachers are scheduled to have training in newly adopted ELA curriculum and in the function of PLCs.	Teachers receive training in the math curriculum and the newly adopted ELA curriculum. All teachers participate in PLCs.		Two sessions of PLC lesson studies have been completed with substitute teachers hired to give YES teachers time to observe their PLC team. Paid PD time was allocated for PLCs to debrief.	Teachers will be trained in the math and ELA curricula. Teachers will be trained and work in PLCs a minimum of 2 times per month, divided among math and ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.6	Percentage of students with access to a broad course of study LCFF Priority 7. Broad Course of Study	All students have a broad course of study.	All students have a broad course of study.		YES continues to offer a broad course of study.	All students have a broad course of study.
1.7	Percentage of students who have an individualized Learning Plan (ILP)	All students have an Individualized Learning Plan (ILP)	All students have an Individualized Learning Plan (ILP)		All teachers updated ILPs for students at the end of the 2nd trimester.	All students have an Individualized Learning Plan (ILP)
1.8	Technology: Instructional Technology	All teachers have adequate laptops in good working condition.	All teachers have adequate laptops in good working condition.			All teachers have new model laptops in excellent working condition.
1.9	Percentage of students who have one to one Technology: Student Devices	All students students have a grade-appropriate electronic device . Examples: Chromebooks (replacement rotation), Chargers. Not all students have headphones.	All students students have a grade-appropriate electronic device . Examples: Chromebooks (replacement rotation), Chargers. Not all students have headphones			All students have a grade-appropriate electronic device . Examples: Chromebooks (replacement rotation), Chargers, headphones
1.10	Number of Professional Development opportunities provided for teachers.	All YES teachers are provided professional development in core math and ELA curriculum and SEL. No teachers have been provided PD in PLCs.	All YES teachers are provided professional development in core math and ELA curriculum and SEL. This is provided during PLC time weekly.			All YES teachers are provided professional development in core math and ELA curriculum , SEL, and PLCs.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Facilities, Safe and positive learning environment YES Charter Academy will provide a safe and positive learning environment with appropriately maintained facilities, including outdoor learning spaces for general use and	Yes	Partially Implemented	All students have a one to one electronic devices. The facilities are in good condition	In Process. All students have the exclusive use of a chromebook. We are adding solar electric and have other	\$259,688.00	\$156,391

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	for CTE classes. Students will have one to one electronic devices.			as per the Williams Visit.	improvements in process.		
1.2	Staffing: Certificated Teachers including CTE and Administrators Ensure highly-qualified teachers and administrators are available to all students. Staffing costs including salaries and benefits for the following employees: Classroom Teachers, CTE, Administrators and Special Education Teachers	Yes	Partially Implemented	All three CTE teachers have at minimum a preliminary CTE credential.	We have identified one CTE teacher from our current staff and are onboarding another CTE teacher.	\$1,499,724.00	\$833,306
1.3	Standards aligned instructional materials Staffing costs including salaries and benefits for the following classified support staff: 1 Business Manager, 1 Attendance Clerk, 1 Administrative Assistant, 1 Family Liaison, 1 Custodian, 1 Maintenance 3 Full-time Aides	Yes	Partially Implemented	All of the listed staffing is filled with the exception of 1 custodian. YES currently contracts with a cleaning service.	Staffing remains on track.	\$1,080,114.00	\$483,879
1.4	Implementation of academic content standards Contract with Lighthouse to provide in-house Special Education Services: Speech/Language, School Psychologist, Occupational Therapy	Yes	Fully Implemented	YES continues to contract with Lighthouse to provide in-house Special Education services.	YES provides in-house special education with one full time Special Ed Director, one part time Special Ed teacher, and one aide.	\$125,000.00	\$125,000
1.5	System of Assessments - Formative & Summative Multiple types of formative and summative assessments to monitor students' academic progress and identify strengths and needs in order to modify instruction and identify	No	Fully Implemented	YES changed from iReady to IXL assessments. We continue to administer	YES uses iReady assessments, reading fluency assessments, and assessments embedded in the curriculum.	\$25,000.00	\$14,112

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	necessary interventions. Associated costs are as follows: iReady Assessments or other, Interim Comprehensive Assessments (ICA); Interim Assessment Blocks (IAB), curriculum embedded assessments.			CAASPP (ICA); Interim Assessment Blocks and (IAB), curriculum embedded assessments.			
1.6	Core Curriculum: Annual Replenishment of Consumables for ELA, Mathematics, Science, & History Purchase of standards-aligned consumables for mathematics, science and English/language arts and history.	No	Partially Implemented	YES purchases standards-aligned consumables for mathematics, science and English/language arts and history.	Needed materials purchased	\$10,000.00	\$10,000
1.7	Software Licenses- Admin/Operations Subscriptions for the following online programs and applications: PowerSchool, DocTracking DTS, Parent Square, Respond Edu, Read Naturally and others as needed.	No	Fully Implemented	YES purchases subscriptions for the following online programs and applications: PowerSchool, DocTracking DTS, Parent Square, Read Naturally and others as needed.	On track		
1.8	Technology: Instructional Technology Costs associated with upgrading of technology to ensure classroom instructional technology is aligned to 21st century teaching and learning. Teacher laptops	No	Fully Implemented	YES upgrades technology to ensure classroom instructional technology is aligned to 21st century teaching and learning. This	On track	\$20,000.00	\$20,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				includes a laptop for each teacher.			
1.9	Technology: Student Devices Students will be provided with a grade-appropriate electronic device to enhance learning in the classroom. Examples: Chromebooks (replacement rotation), Chargers, Headphones,	Yes	Partially Implemented	YES students are provided with a grade-appropriate electronic devices to enhance learning in the classroom. We upgrade and replace Chromebooks, chargers, and headphones as needed.	On track	\$15,526.00	\$15,526
1.10	Professional Development YES will provide professional development in the following programs: * Illustrative Math (by Instruction Partners) * Savvas ELA * Green Ninja Science * Social Emotional Learning * PLCs for math and ELA	Yes	Partially Implemented	YES has provided professional development on ELA and Math through Instruction Partners. Professional Development on Restorative Practices and Conscious Discipline.	In process. Trainings in PBIS, Illustrative Math, E-Portfolio, NHA, Restorative Justice completed	\$41,151.00	\$41,151

Goal 2

Goal Description
English/Language Arts: Ensure students are demonstrating annual growth and progress in the mastery of English Language Arts standards as demonstrated by an improvement in grades, local formative assessments, and state-mandated assessments.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Students' growth on local iReady ELA and fluency assessments LCFF Priority 8 Pupil Outcomes	iReady ELA assessments and fluency assessments show opportunity for growth.	iReady ELA scores showed growth in all grade levels in ELA. This growth was reported to the YES COD monthly on the Academic Dashboard.		YES has changed from STAR assessments to iReady assessments for monitoring academic achievement in ELA and math. We have disaggregated the data from the baseline assessment, 1st trimester and 2nd trimester assessments to drive instructional decisions. We have allocated 25% of a teaching position to providing instructional support using iReady data.	All grade level students will show one year of growth on iReady ELA assessments. All below grade level students will reach grade level or show 2 years of growth.
2.2	Annual Growth on CAASPP ELA LCFF Priority 4 Pupil Achievement	2024 CAASPP assessments show opportunity for growth.	We just completed the 2025 CAASPP assessments and are waiting for the results.		CAASPP results showed significant growth with the CA dashboard showing ELA moving from Red to Yellow. ELA Distance From Standard Change From Previous Year Grouping 66.7 points below standard Increased 31.1 Points Hispanic 59.3 points below standard Increased	All students will meet the grade level standard, or increase one level from the previous year on the CAASPP ELA assessment.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					16.4 Points Socioeconomically Disadvantaged 59.6 points below standard Increased 15 Points All Students	
2.3					N/A Note: Data suppressed to protect student privacy when fewer than 11 students	
2.4					N/A Note: Data suppressed to protect student privacy when fewer than 11 students	
2.5					“No performance level” Less than 11 students – data suppressed (Source: CA Dashboard 2022 English Learner Progress Indicator)	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Data informed ELA ILPs, Goals, & Interventions Created and Monitored by ELA PLCs Administer iReady and fluency ELA diagnostic assessments at the beginning of the year to all students to create individualized learning plans	Yes	Partially Implemented	YES changed to the IXL platform for assessments and data analysis. We continue to	iReady assment data used to inform instructional decisions for classes, small groups, and individual students		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	(ILPs). Based on the data, employ Rtl to form targeted intervention groups or individual instruction. Meet in ELA PLCs to set ILP goals, monitor progress and modify instruction throughout the year. Disaggregate data by subgroups. **Costs for teachers and materials captured in Goal 1**			administer fluency assessments and to use data to monitor progress and modify instruction as well as to set ILP goals and employ Rtl.			
2.2	Writing Initiative ELA PLCs will use standards based writing rubrics to assess all students' writing 3 times per year and give feedback to students. Teachers will administer CAASPP interim writing assessments, grade and give feedback to students. ELA PLCs will use data from writing assessments and CAASPP interim assessments to monitor progress and modify writing instruction throughout the year.	No	Partially Implemented	Individual ELA teachers continue to engage in high quality writing instruction. Coordination of writing instruction and assessment at a school wide level is a next step.	Time in aftercare is set aside for homework help. We have one tutor employed		

Goal 3

Goal Description
Mathematics & Science: Ensure students are demonstrating annual growth and progress in the mastery of state standards in mathematics and NGSS standards in science.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Annual Growth on local iReady math assessments LCFF Priority 8 Pupil Outcomes	Current iReady math assessments show opportunity for continued growth.	The Academic Dashboard with data from iReady assessments shows significant growth in math achievement.		% students with improved placement in iReady math at end of 2nd trimester. Grade 1 44% Grade 2 60% Grade 3 85% Grade 4 37% Grade 5 32% Grade 6 53% Grade 7 31% Grade 8 43%	All students will score at grade level (green) or above, or show growth of two grade levels.
3.2	Annual Growth on CAASPP math LCFF Priority 4 Pupil Achievement	2024 CAASPP math assessments show opportunity for continued growth.	We just completed the 2025 CAASPP assessments and are waiting for the results.		2023 CAASPP Math Hispanic 112.1 points below standard Increased 43.9 Points Socioeconomically Disadvantaged 87.7 points below standard Increased 42.3 Points All Students 87.8 points below standard Increased 35.5 Points	All students will score at meets standard level (green) or above, or show significant growth from the previous year's CAASPP math assessment.
3.3	Annual Growth on CAST science achievement LCFF Priority 4 Pupil Achievement	2024 CAST assessment shows room for continued growth.	We just completed the 2025 CAST assessments and are waiting for the results.			5th and 8th grade students will show growth over the previous year's CAST scores.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Data informed Math ILPs, Goals, & Interventions Created, Monitored and Modified by Math PLCs</p> <p>Administer iReady math diagnostic assessments at the beginning of the year to all students to create individualized learning plans (ILPs). Based on the data employ RtI to form targeted intervention groups or individual instruction. Meet in math PLCs to set ILP goals, monitor progress by administering iReady 2 more times, and modify intervention groups and instruction based on data throughout the year. Disaggregate data by sub groups. **Costs for teachers and materials captured in Goal 1**</p>	Yes	Partially Implemented	YES changed to the IXL platform for math diagnostic assessments and continues to use data to drive instruction.	Data used to create small group and individual instruction supported by 25% position.		
3.2	<p>CAASPP Interim Assessment Practice Supported by Math PLCs</p> <p>Math PCLs and CAASPP Coordinator will meet to create pacing guides to administer math CAASPP Interim assessments strategically throughout the year based on standards taught. Math PLC team members will use the data to modify math instruction. Disaggregate data by sub groups.</p>	Yes	Planned	The math PLCs met to create pacing guides to administer CAASPP interim assessments.			\$0
3.3	<p>PBL Environmental Science Project</p> <p>YES students will participate in their class PBL environmental science project preparation and presentation in a way that addresses authentic environmental issues, incorporates the scientific method of inquiry, and uses of mathematical reasoning.</p>	No	Partially Implemented	All homeroom classes have a PBL project in process for a presentation on Earth Day, scheduled for April 25, 2026	Earth Day scheduled for April 20, 2024 All classes scheduled to participate	\$1,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 4

Goal Description
Positive School Climate & Culture: Students increase engagement by partnering with local agencies, organizations, and businesses for project-based learning, service learning, and career technical education (CTE) that addresses authentic, environmental issues and incorporates the scientific method of inquiry.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Suspension Rate LCFF Priority 6 School Climate	Suspension Rate is 4%	Suspension Rate is 4%		Suspension rate TBD (lower than last year)	Suspension Rate of 0%
4.2	Expulsion Rate LCFF Priority 6 School Climate	Expulsion Rate is 0%	Expulsion Rate is 0%		0% Expulsion rate to date 2/24	Expulsion Rate of 0%
4.3	Increase attendance rates LCFF Priority 5 Pupil Engagement	Attendance Rate is 96%	Attendance Rate is 95%		Survey not administered yet.	Attendance Rate of 97%
4.4	Chronic Absenteeism rates LCFF Priority 5 Pupil Engagement	Chronic Absenteeism Rate is 5%	Chronic Absenteeism Rate is 6%		Survey not administered yet.	Chronic Absenteeism Rate of 0%
4.5	Middle School Dropout Rates LCFF Priority 5 Pupil Engagement	Middle School Dropout Rate is 0%	Middle School Dropout Rate is 0%		93%	Middle School dropout Rate of 0%
4.6	CTE Program Implementation LCFF Priorities 5 Pupil Engagement & 8 Other Pupil Outcomes	YES to open CTE programs in the 2024-2025 school year.	YES opened CTE programs in the 2024-2025 school year.		0.5%	High School Dropout Rate of 0% CTE fully implemented
4.7					0%	
4.8					Changed goal from Environmental Science Fair Participation to Environmental PBL participation. All students participating in PBL and preparing for a presentation at Earth Day community festival.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.9					CTE teachers in Forestry & Natural Resources and Entrepreneurship have been identified and slated to teach these courses starting in the 2024-25 school year.	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Strategies, Programs, & Activities to Promote Student Engagement</p> <p>The school will schedule monthly school wide activities planned in partnership with the YES Student Council. Student Council members are elected by their peers and include a Spirit Coordinator and representative from each class. Additionally, YES will host student recognition assemblies at the end of each grading period/testing cycle for academic growth, PBIS (SPARRK) behavior, and attendance.</p>	No	Partially Implemented	YES Student Council has been elected. The school hosts weekly pep assemblies on Friday mornings to recognize student achievement. YES hosted a student recognition assembly at the end of the first grading period to award academic growth, PBIS (SPARRK) behavior, and attendance.	Students Council has planned and carried out Great Kindness Challenge and a school dance. They are planning a week of festivities during Read Across America week in March, 2024		
4.2	<p>College and Career Explorations and Curriculum</p> <p>Schedule field trips, assemblies, and guest speakers around college and career explorations. Purchase curriculum that samples varied careers from Career Technical Education (CTE), including, but not limited to</p>	Yes	Partially Implemented	The high school counselor and teachers have led numerous field trips and invited guest speakers	To date there have been 5 science field trips and numerous science guest speakers. 2/24	\$8,000.00	\$6,225

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Forestry and Natural Resources, Entrepreneurship, and Design, Visual and Media Arts.			around college and career explorations.			

Goal 5

Goal Description

Family Involvement & Engagement: Increase family involvement through school events focused on supporting their child(s) academic and personal success, as well as preparation for college and career.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	Number of family members involved through input in decision-making via Site SSC and COD Committees LCFF Priority 3 Parent Involvement	2 to 3 parents participate in decision making meetings.	2 to 3 parents participate in decision making meetings.		In process	All parents will have access to decision making SSC and COD committees. 5 to 7 family members will regularly attend YES COD committee meetings and/ or COD meetings and be involved in the decision making process.
5.2	Number of family members who attend opportunities for input in decision-making as well as participation in programs/workshops for families of unduplicated students and Students with Disabilities LCFF Priority 3 Parent Involvement	Five annual workshops with an average of 5 participants each.	Three annual workshops with an average of 7 participants each.		8 COD meetings to date 3 Coffee with the principal and family liaison meetings to date Back to school Night	Nine annual programs/workshops with an average of 15 participants each.
5.3					Survey not administered yet.	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	Strategies, Programs, & Activities to Promote Parent/Guardian Engagement The Family Liaison will hold daytime Coffee with the Principal, and evening social game & movie nights.	No	Partially Implemented	YES regularly uses Parent Square and the News and Information tab of the school	Monthly Newsletter has been replaced with News and Events tab on website. School events are published regularly on	\$500.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Meetings of the SSC will be published at the start of the year, and regularly advertised through our newsletter to increase the number of parents who engage in the decision-making bodies of the school. We also encourage parents to attend the monthly meetings of the Council of Directors.</p> <p>Parent Square and the online News and Information tab on the school website will be the primary vehicles to ensure all families and staff are aware of these events.</p> <p>** Costs for this action include hospitality and materials. Parent Liaison salary captured in Goal 1.**</p>			<p>website to communicate with parents about programs and activities to promote parent engagement. In addition, news is shared monthly through an electronic newsletter. YES hosted Back to School Night on August 7, 2025, Harvest Festival on November 7, 2025, Winter Program on December 17, 2025. Earth Day is planned for April 25, 2026. The Family Liaison hosts parents for tea and coffee before and after each awards assembly at the end of grading periods.</p>	<p>website and Parent Square. The recent art show at Yuba Sutter Arts & Culture had 4 times the parent attendance from the art show last year.</p>		

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	\$2,682,753	\$2,726,943
LCFF Supplemental/Concentration Grants	\$563,192	\$563,550